

# **CHAPTER I**

## **INTRODUCTION**

This Chapter describes an introduction of the research which contains background, research gap in the background, research question, research objective, research significant, research benefit, rationale, and the previous researches.

### **A. Background**

This study intended to investigate the role of Teacher Interactional Feedback (TIF) on students' writing. According to Paul (2011) feedback is delivered in order to make a decision to identify the error. It is the information that will be found during a conversation; meaning that the teacher and the students discuss in the weakness of the students' writing without discouraging student interest in writing. Moreover, Yoshida (2008) states that feedback has an important role. It can help students know how far they master what their teacher delivered. Thus, feedback will be a hint when students make errors in their works of writing.

Providing feedback on student's writing product is an essential task for a teacher in FL context (Al-Jarrah 2016). The students are expecting the reaction from their teacher. According to Al-Jarrah (2016), this issue has been controversial for many years because many teachers in FL context underestimate the power of feedback; a few teachers give feedback to their students (Al-Jarrah 2016).

According to Bijami, Kashef, and Nejad (2013) in Maharani and Widhiasih (2016), feedback is considered as a dominant component in increasing student's writing ability. In addition, Klimova (2015) states that feedback plays an important role in developing student writing ability to improve the accuracy of the students' writing.

Learning commonly requires feedback about the impact of one's action which is possible to drive learners to advance their ability (DePasque and Tricomi, 2015). It means that feedback is very needed by the students to make the students develop their writing product. Subsequently, the students' writing could have better quality.

These issues have mainly been a didactic and evaluative nature. That is why the most popular types of feedback are Corrective Feedback (CF) (Abdollahifam, 2014). Generally, in CF, the teacher is interested in correcting the errors of students' writing which are considered as written text in the present study (Abdollahifam, 2014). Instead, teacher corrective feedback is believed by some researchers to give a harmful outcome for learners (Al-Jarrah, 2016). Whereas, in a recent survey, Truscott (2007) in Abdollahifam (2014) claims that the best estimation is that correction has a small harmful on student's ability to write accurately.

Specifically, the impact of feedback, whether it is encouraging or discouraging students, appear from student's responses (Klimova 2015). As the result of research conducted by Sawitri (2007), the impact of feedback appears from students' response because feedback could make the students

more interested in learning. Furthermore, the confidence of the students increased. Then, it made the students more active in learning, and they feel comfortable in class. Therefore, both the teacher and the students are observed and their responses recorded.

In another research, Abdollahifam (2014) claims that investigating the role of TIF in students' writing is interesting to be discussed. In providing feedback, he claims that TIF is better than corrective feedback. Moreover, his research focused in proving that TIF is better than corrective feedback. Another research by Moore and Teather (2013) explains peer feedback. They find out that peer feedback gives many advantages to the students. By peer feedback, students can share and review their works each other. In this research, the teacher has an important role in giving feedback to the students. Therefore, the teacher and the students interact directly in the class to discuss everything that has correlated with English writing. However, this research is different from that previous one and some research. This research tries to find out the role of TIF on students' writing in EFL class and the contribution of TIF in the aspects of writing.

## **B. Research Questions**

1. How is the way the teacher provides TIF to the student in the classroom?
2. From student point of view, in what aspects of students' writing does TIF contribute to ?
3. What are the students' perspectives toward the role of TIF in writing class?

### **C. Research Objectives**

Based on the research question above, the study aims to:

- 1) Find out the way the teacher give TIF to the student in the classroom.
- 2) Find out the contribution of TIF in improving students writing.
- 3) Find out the students' perspectives toward the role of TIF.

### **D. Research Benefits**

In the result of the study, it can be significant theoretically and Practically.

- 1) Theoretically, this research signified to find out the advantages of TIF that can influence students' writing ability. This research, hopefully, can enrich the previous research of feedback.
- 2) Practically, this research is expected to give some advantages for teachers in FL context. TIF could be used for developing students' English writing in school. Also, TIF could be an alternative strategy which could motivate student's to write actively in English. Also, the result of this research could be useful for further research a reference and evidence which is empiric.

### **E. Rationale**

Teacher Interactional Feedback (TIF) is the feedback that is delivered orally. It considered as feedback that encouraging students interest in writing. Therefore, the feedback gives a little risk to hurt student feeling (Abdollahifam, 2014).

TIF is the provision of information that is delivered by teachers to develop student's learning outcomes (Mustakim, 2015). Through feedback, a student is hoped to know the extent of mastering the material that they have taught. (Mustakim, 2015)

According to Paul (2011), feedback has three main functions, namely informational, motivational, and communicative.

#### 1. Informational Function

Feedback is delivered to make a decision to identify the error. It is the information that will be found during a conversation. Thus, feedback will be a hint when students make errors in their works of writing (Paul, 2011).

#### 2. Motivational Functions

According to Klimova (2015), motivation can be interpreted as an encouragement that brings the students to act or do something. The result of research conducted by Sawitri (2007) shows that the impact of feedback appears from student's response because feedback could make the students more interested in learning. Furthermore, the confidence of the students increased. Then, it made the students more active in learning, and they feel comfortable in class.

#### 4. Communicational Functions

Feedback is communication between students and teachers. The teacher presents the results of the evaluation to the students, improve the hands together. Thus, through feedback, the student knows the location of

the weakness. And then, the student or the teacher will react to the outcome and improve the outcome (Abdollahifam, 2014).

In providing feedback in students' writing, the teachers have to understand what writing is and how to make it become good writing. According to Pranoto (2004: 9) in Perdana (2014), writing means to pour thoughts into the form of writing or say something to others through writing. Writing can also be interpreted as an expression or feelings poured in the form of writing. In other words, through the process of writing, we can communicate indirectly.

Writing includes one of the aspects of language activities that is considered as a difficult activity. It was complained by many people such as learners in primary and secondary education, college students in higher education, and even college graduates complain about the difficulty of writing (Hidayatulloh, 2016). The consequences of the complaint eventually became a public opinion, that writing was indeed difficult (Hidayatulloh, 2016).

On the other hand, Budasi (2011) states that writing is not a difficult job but also not easy. To start writing, students do not have to become the best writer. Learning the theory of writing is easy, but in practice, it is not enough once or twice. The frequency of writing practice will make a students' writing ability improve. Furthermore, the teacher has an important role in facilitating the learning process of writing.

According to Brown (2007), there are some aspects of writing that are important to be discussed:

Table 1.1 Rubric of Aspect of Writing (Brown 2007)

No.	The aspect of writing	Description
1.	Content	The statements of the thesis, related ideas, development of ideas through experience, illustrations, facts, opinions, causation, comparison and consistency of focus.
2.	Organization	The effectiveness, of the preliminary, logical and chronological order of ideas, conformity and conclusions.
3.	Syntax	How words are arranged into sentences.
4.	Vocabulary/Diction	The selection of appropriate words to develop and demonstrate ideas.
5.	Convention	Spelling, punctuation, reference quotes where available, neatness and appearance or appearance

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#### F. Previous Researches

Some researchers have conducted researches about teacher feedback, Hattie and Timperley (2007) found that feedback is informational concept provided by an agent. In this context, an agent could be a teacher, peer, parent, self or experience. This informational concept could be focused on content or understanding the construction of writing. Moreover, Kulhavy (1977) in Hattie and Timperley (2007) demonstrated that feedback is not absolute. It

could be accepted, modified, or rejected. It could be concluded that teacher feedback is not absolute, but it is very useful for the student. The student could accept it, modify it, or reject it.

In another research, Moore and Teather (2013) said that feedback is an integral part of learning in Australia because it could be one of strategy that could engage the students to write actively. According to Price, Handley, Millar, and Donovan (2010) in Moore and Teather (2013), feedback has the nature of motivating and improving. The teacher should make clear feedback to make the student easier to understand it. Consequently, the feedback could be used immediately to improve students' writing.

Meanwhile, Gielen (2010) found that not all feedbacks lead to improvement of writing skill. Gibbs and Simpson (2004) in Gielen (2010) tell several conditions that feedback has a positive influence: (1) Feedback should be adequate in frequency and detail, (2) feedback should be focused on students' writing, rather than students' characteristic, (3) feedback should be appropriate to the aim of the assignment and its criteria, (4) feedback should be appropriate in relation with students' conception of writing, knowledge and the topic of the discipline.

In another research, Lee (2009) found that teacher feedback has been indicated to be needed for the improvement of students' writing. It has been criticised to be product-oriented because it happens most frequently at the endpoint due to time and class constraints (Yang, Badger & Yu, 2006 in Lee, 2009). Also, Guenette (2007) in Lee (2009) argued that while fast-learners



seems to respond positively and benefit from teacher's feedback, slow-learners respond poorly and constantly need to be encouraged to comprehend the teacher's feedback.

By and large, the present study tries to strengthen the theory above. However, the present study focuses on TIF that could influence the development of students' writing products.

